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ABSTRACT

Developments concerning women's education and employment, legislation and court cases that affect women, and the latest model programs and resources are presented in this newsletter issue. Specific topics include: sexual harassment and sexual attacks on women on college campuses; the progress of black and white women in science and engineering; the effect of Title IX of the Education Amendments of 1972 on women's participation in recreational and competitive sports; the legal advocacy fund established by the American Association of University Women to assist women involved in higher education sex discrimination cases; an information service to keep college administrators informed on current federal regulations covering employment; the status of women Ph.D.s and women medical professors; salary differences between men and women in the same jobs; a registry of individuals active in women's studies; a guide to fellowships for women; information on women chief executive officers in colleges and universities; a nationwide directory of women's crisis and counseling centers; guidelines for nonsexist language; publications on women in education; and a reprint of a newspaper article by Judy Mann on accusations against Leslie Wolfe, who until recently headed federal efforts to promote sex equity in education. (SW)

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PROJECT ON THE STATUS AND EDUCATION OF WOMEN

ON CAMPUS WITH WOMEN

Number 34 - Spring 1982

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Project on the Status and Education of WOMEN

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ON CAMPUS WITH WOMEN

Number 34 • Spring 1982

WHY IS THIS WOMAN DESPONDENT?

This is her last free issue of *ON CAMPUS WITH WOMEN* and she hasn't yet sent in her paid subscription . . . She is going to miss out on timely information concerning Title IX, sexual harassment, women's studies, employment trends and the latest model programs and resources.

Beginning with the Summer 1982 issue *ON CAMPUS WITH WOMEN* and the topical papers mailed with it, will be available through subscription only. This is your last chance to subscribe and receive uninterrupted mailings of the newsletter.

The Project is counting on you for continued support. You can help by subscribing now; by getting your colleagues and friends to subscribe; by seeing that your university and public library receive the newsletter. Fill out the enclosed subscription form, enclose a check payable to AAC/PSEW and make sure that *ON CAMPUS WITH WOMEN* continues to be one of your most useful professional resources.

ON THE CAMPUS

Campus Crime Escalating, Especially Sexual Attacks On Women

At the UNIVERSITY OF MARYLAND's College Park campus, there is now one policeman for every 500 students, as compared with one for every 800 citizens in Prince Georges county, where the campus is located. The security measure represents one of the university's responses in its battle against the rising crime rate seen on the campus over the past nine years. In the FBI's annual *Crime in the U.S.* reports, statistics gathered from 107 colleges and universities show a dramatic increase in the number of reported sexual attacks on women: from 101 in 1975 to 157 in 1980, a 55 percent jump. Although other crimes on campus showed a slight decline, or an increase at a slower rate than in other segments of society, the 55 percent increase in rape, attempted rape, and other types of sexual assault on campuses outstrips the 46 percent increase reported nationwide. According to campus security officers, most of the attacks reported have been committed by individuals who were not associated with the institution.

Rewards totaling $11,000 were announced by CATHOLIC UNIVERSITY (DC) and District of Columbia police for information leading to the conviction of the man who raped and robbed a coed in a classroom one evening last fall.

At STANFORD UNIVERSITY (CA), a crowd of 500 attended a hastily organized rally last November to protest recent rapes and attempted rapes at the university. A co-founder of the school's Rape Education Project told males in the audience that it was "demeaning to women for us to have to protect them." He suggested that men "drop back" from women walking alone at night and stop telling rape jokes. "Rape is not just a women's problem," he pointed out, "rather, men must share the responsibility for solving it." He advocated a week-long, self-imposed "male curfew" during which men would seek jogging partners and "walk in pairs to parking lots." One week of such activity, he said, would make men more sensitive to "what women have to go through every day."

A sexual harassment survey at WASHINGTON UNIVERSITY

(MO) showed numerous effects of the fear of rape on all women in the university community. The survey item most often checked by women respondents was: "avoided going to the library, class, film, etc., because you would have had to walk on campus at night." Thus female students do not have equal access to the university's educational resources and opportunities because of fear of being on campus at night. (For other results of the survey see section on sexual harassment, p. 3.)

Women—and Men

In order to help men to examine their own sex roles and to help women understand how men have been socialized, a cooperative program was developed by the Counseling Services at STEPHEN'S COLLEGE (a women's college) and the UNIVERSITY OF MISSOURI at Columbia. The film, *Men's Lives*, was followed by small discussion groups—all male, all female, and mixed-sex groups—led by specially trained graduate students in counseling psychology. Creative public relations, which played a major role in the program's success, included 20-minute radio interviews; a major series of articles in the campus newspaper on the film and on men's issues in general; numerous posters around the campus; and public service announcements.

The program is discussed in "Men's Lives: Toward a Proactive Sex Role Intervention for Men and Women" by Beverly Prosser Gelwick and P. Paul Heppner in the November 1981 issue of the *Journal of College Student Personnel*. Requests for reprints should be addressed to: P. Paul Heppner, 210 McAlester Hall, Psychology Dept., University of Missouri-Columbia, Columbia, MO 65211.

Consorting and Cooperating: Women's College Consortium in Michigan

A brief report on the Grand Rapids Women's College Consortium, formed in 1978, highlights the Consortium's history, structure, activities, and future goals, as well as its advantages to member institutions. Representatives from six colleges, a public school system, a local YWCA and a women's center have formed the Grand Rapids (MI) Women's College Consortium. The Consortium's primary goal is to help eliminate barriers for women not only in education but also in business, and therefore its programming includes personnel from local businesses. Programs have included conferences, films and lectures. A report, "The Women's College Consortium: A Model of Cooperation," by Diana Pace and Lisa Getsfrid describes the Consortium. The article appeared in the Summer 1981 issue of the *Journal of the National Association for Women Deans, Administrators and Counselors*, Vol. 44, No. 4.

Consortium members include faculty and administrators from AQUINAS COLLEGE, GRAND RAPIDS JUNIOR COLLEGE, DAVENPORT COLLEGE OF BUSINESS, GRAND VALLEY STATE COLLEGES, KENDALL SCHOOL OF DESIGN and THE UNIVERSITY OF MICHIGAN as well as other local organizations.

To Your Health: Handbook for Women's Health Services

Health Assurance: A Handbook and Evaluation Checklist for Women's Health Services in Student Health Centers provides tools to help women obtain quality care in student health centers. The handbook tells women what to expect from gynecological exams, and discusses subjects such as vaginal infections, toxic shock syndrome, birth control, etc. It may also be of help in evaluating services. Numerous checklists concerning procedures and information which should be provided to students are also included. Copies of the 40-page book are available at $2 plus $1 for postage and handling from Oregon Student Public Interest Research Group (OSPIRG), P.O. Box 751, Portland, OR 97207. Lower rates apply for bulk orders (over 10 copies).

PLEASing Law Students Who Are Mothers as Well: Innovative Scheduling At Southwestern University Law School

The PLEAS (Part-time Legal Education Alternative at Southwestern) program, developed at SOUTHWESTERN UNIVERSITY SCHOOL OF LAW (CA), is a daytime division designed for the law student with child care responsibilities. The part-time day program includes four years of coursework, with all classes offered between 10 a.m. and 2 p.m. daily. A brochure describing the program, which may be helpful as a model to other institutions, may be obtained by writing to: Vicky Mlyniec, Admissions Office, Southwestern University School of Law, 675 South Westmoreland Ave., Los Angeles, CA 90005.

At UC San Diego: *Dropping In* Guides Re-entry Students

Untangling the maze of re-entry is the subject of a 35-page booklet aimed at prospective and entering adult students at the UNIVERSITY OF CALIFORNIA at San Diego. *Dropping In: The Adult Student's Handbook to Re-Entry at the University of California, San Diego* was designed to help adult students overcome doubts about re-entering the university scene and to provide some solutions and strategies for problems they may face. Information on admissions, financial aid, child care, registration, counseling, updating of skills, career planning, time and energy saving tips, and campus resources is included, as well as a bibliography on re-entry, and four appendices covering financial resources, improving study skills, child care, and community colleges in San Diego county. Written by Ellen Massey Prahl and edited by Susan Carlson, the booklet may be helpful to other schools preparing similar materials. Copies are available at $2.50 (plus $.50 for postage and handling) from Re-Entry Associates, P.O. Box 22604, San Diego, CA 92122.

Women's Studies: Off the Computer

Women's Studies Database Service, a computer service, has recently been established in the UNIVERSITY OF WISCONSIN (UW) System by the Office of the Women's Studies Librarian-at-Large. The computerized information retrieval system, which can produce printed bibliographies, often with abstracts, is intended specificially for faculty, students and staff who are doing research in women's studies on the seven campuses of the UW System. For further information, contact Carolyn Platt, Assistant for Database Services, or Linda Parker, Women's Studies Librarian-at-Large for the UW System, 112A Memorial Library, 728 State St., Madison, WI 53706.

OOPS! We Goofed!

In our Fall 1981 newsletter ("Programs Support Women's Entry/Re-entry into Nontraditional Fields," p. 8), we described a program for high school students interested in careers in science and mathematics as being sponsored by Harvard University. In fact, the "Radcliffe Summer Program in Science" is a joint project of Radcliffe College and Harvard Summer School, with Radcliffe responsible for raising most of the funds and for administering the program.

Bachelor's on Off Hours

Almost three-fourths of the 1,758 U.S. institutions granting baccalaureate degrees offer evening or weekend courses which can be credited toward a degree. Seventy-three percent of the colleges and universities offer evening courses; of these, 49 percent offer evening courses only, while 24 percent offer both evening and weekend courses. The survey findings appeared in *Access to Bachelor's Degrees Through Evening and Weekend Courses 1980* (Fast Response Survey System Report No. 10) prepared by the National Center for Education Statistics (NCES). Copies may be obtained at no charge by writing NCES, Presidential Bldg., Rm. 1001, 400 Maryland Ave., SW, Washington, DC 20202.

WANTED: NATIONAL WOMEN'S HISTORY WEEK MATERIALS

If you've celebrated National Women's History Week on your campus, the National Women's History Week Project (NWHWP) is eager to hear about it. NWHWP maintains national archives for all such activities, plans slide shows to promote the celebrations, and to pass on ideas, experiences and suggestions through updating its *Curriculum Guide* and *Organizing Guide* for 1983 (see Fall 1981 OCWW, #32, p. 11). Send photographs, slides, fliers, press releases, newspaper articles or printed programs about 1982 events to NWHWP, 232A Coddingtown Center, Santa Rosa, CA 95401.

SEXUAL HARASSMENT

Graduate Students May Face More Harassment Than Undergrads

A study of sexual harassment at WASHINGTON UNIVERSITY (MO) revealed graduate students more likely than undergrads to believe that sexual harassment occurred at the university, and further, that they were more likely than undergraduates to know someone at the university who had experienced sexual harassment. While such results may suggest the graduate students' greater degree of life experience or higher awareness of sexual harassment, the authors of the study also point out the possibility of a higher incidence of sexual harassment at the graduate level of education. The survey was printed in the student newspaper.

Grievance Procedure Guidelines at Yale Described

Sexual Harassment in the University: Guidelines for Establishing a Grievance Procedure, a paper by Judith Berman Brandenburg, Associate Dean of YALE UNIVERSITY (CT), discussed sexual harassment, summarizes the legal issues, and describes how the Yale University grievance board works: pamphlets on sexual harassment, prepared by the board and listing board members' names and telephone numbers, are distributed annually to all students, faculty and administrative units of the college. The issue is also included in training freshmen counselors and in orientation for new students. A summary of the board's work is printed annually.

The paper will appear in a forthcoming issue of *SIGNS: Journal of Women in Culture and Society*. A limited number of copies of the Yale procedures may be obtained by writing to Brandenburg, c/o Yale University Dean's Office, 1604A Yale Station, New Haven, CT 06520.

College President Charged with Sexual Harassment

A former administrator and a secretary to the Board of Trustees have accused a college president of sexual harassment. Both women report that critical memoranda were filed against them when they rejected unwanted sexual advances from the president at HILLSBOROUGH COMMUNITY COLLEGE (FL). The former administrator claims that the problem resulted in her termination; the secretary is still employed by the college as secretary to the Board of Trustees. Both have filed charges with the EEOC and the state Commission on Human Rights.

Damage in Sexual Harassment Case Reaches Beyond Resignation of Accused

An administrator at RAMAPO COLLEGE (NJ) has resigned in the wake of a federal suit in which a former biology professor charged him with linking her tenure to sexual favors. The plaintiff claimed that the administrator promised her favorable treatment on her application for tenure if she would have relations with him. A presidentially-appointed committee investigated her charges, and a charge was lodged against the man by the Board of Trustees. The former professor claims in her suit that the man also took "numerous steps" to damage her chances for tenure and her opportunities for employment elsewhere following his initial proposition.

Sticks and Stones: Name-calling at Pima Community College

At PIMA COMMUNITY COLLEGE (AZ), two female students have charged a former chair of the drafting department with making derogatory remarks about women in the classroom. The women charge the accused with conducting a class exercise based on building a house of prostitution, and calling women at the college "dogs" in comparison to women at another school. The former department chairman claims that the allegations led to unjust dismissal from his position. He has filed suit in U.S. District Court with the support of the American Federation of Teachers.

AASCU Condemns Sexual Harassment

The American Association of State Colleges and Universities (AASCU) has adopted a policy statement on sexual harassment calling on "all educational institutions to take action to prevent sexual harassment of students or employees and to respond to complaints concerning such acts." The statement noted that sexual harassment is "contrary to the most fundamental ethical canons of the academic community." Single copies of the statement may be obtained by sending a self-addressed, stamped envelope to AASCU, 1 Dupont Circle, Suite 700, Washington, DC 20036.

University Not Held Responsible in Sexual Harassment Charge

Reversing an order by the State Division of Human Rights which granted an assistant professor at the STATE UNIVERSITY OF NEW YORK at Albany compensatory damages in a sexual harassment claim against her department chair, the Appellate Division of the Supreme Court of New York ruled that, due to lack of evidence that the university knew about or condoned the discriminatory conduct, it could not be held responsible for the department chair's actions. The Court held that the burden was on the assistant professor to prove the university's acquiescence in the conduct. Ultimately, following the university's investigation of the charges, the department chair was terminated, showing that the institution did not condone the behavior.

Harvard Business Review Offers Some Practical Approaches for Managers

Recent developments, trends, and useful suggestions regarding sexual harassment are discussed in the May-June 1981 issue of the *Harvard Business Review* (HBR). "Dealing with Sexual Harassment," by Mary P. Rowe, focuses on what the individual can do, the employer's role, special measures, the power relationship, and effective complaint procedures. Rowe suggests that, with such a controversial problem as sexual harassment, mediation-oriented procedures work best, at least in the initial stages. It is also essential to establish a procedure for bypassing a supervisor in the case where that person is the offender. Rowe also covers what individuals who have been harassed can do, and gives detailed suggestions on how a letter written to the harasser can be effectively utilized to end the harassment.

Copies of the article are available at $3 for a minimum order of 1 to 5 reprints from: Reprint Service, Harvard Business Review, Soldiers Field, Boston MA 02163. Please add ten percent for shipping and handling.

MINORITY WOMEN

Course Materials on Southern Black Women Developed

Curricular materials including teaching and audiovisual aids about "The Culture of Southern Black Women" have been disseminated to ten postsecondary schools in Alabama, Georgia and Mississippi. The course is being given during the Spring 1982 semester at these schools and was developed at THE UNIVERSITY OF ALABAMA. Limited copies of the course syllabus as well as packets of selected resources developed for the project are available from Brenda McCallum, Director, Archive of American Minority Cultures, or Nancy Faires Conklin, Director, Women Studies Program, P.O. Box 1391, The University of Alabama, University, AL 35486.

Minority Women's Update

The Project on the Status and Education of Women is planning an update of the paper, *Minority Women's Organizations—A Partial Annotated List*. We would like to include information on any minority women's groups that would be of interest to women in education. If you would like your organization to be listed, please send information on the group's membership, services and publications to Minority Women's Update, PSEW, 1818 R St., NW, Washington, DC 20009.

Black Women Outdistance White Women in Science and Engineering

Of the total number of black Ph.D.'s in science and engineering, U.S.-born black women make up over 25 percent; in contrast, U.S.-born white women comprise only 11.1 percent of the white total. Minority women, without exception, are a larger proportion of the total doctorates in science and engineering held by minorities, than white women compared to white men with doctorates in these fields. For academic men in these fields, irrespective of race, median salaries were at least ten percent higher than those of women of similar rank. Among women, the highest salaries were those of U.S.-born blacks with science or engineering degrees.

Resource List for Hispanic Women

"Networking," a five-page list of resources for Hispanic women appears in the Summer/Fall issue of *Intercambios Femeniles: A Newsletter of Hispanic Women in Higher Education*. The 46 entries, which range from the Chicana Re-entry Program to the Latin American Professional Women's Association, generally list the contact person with address and telephone number as well as organizational objectives. Copies of the special networking issue are available at $2 from Sylvia Castillo, Asst. Dean of Student Affairs, Attn: NEWSLETTER, 323 Old Union, Stanford, CA 94305.

"All the Women Are White, All the Blacks Are Men, But Some of Us Are Brave"

A new comprehensive collection covers the range of black women's history and their many contributions to American society—in eduction, political movements, the church, health care, literature, social movements, music and the other arts. Edited by Gloria T. Hull, Patricia Bell Scott and Barbara Smith, *But Some of Us Are Brave* also contains bibliographies and course syllabi which will be helpful to those teaching about the black woman in America. The 401-page, indexed volume can be ordered for $16.95 (cloth), $8.95 (paper) from The Feminist Press, Box 334, Old Westbury, NY 11568.

How-To and Where-To: Finding Information on Educational Opportunities for Minority Women

Specific information on loans, scholarships, and fellowship opportunities is offered in the *Selected List of Postsecondary Education Opportunities for Minorities and Women*, published in 1981 through the U.S. Education Department. General information on how and where to find assistance is also included. Sources are listed with addresses to which minorities and women may write for additional information. Copies are available at $6 from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. GPO Stock number: 065-000-00-118-7.

WOMEN'S SPORTS

Sex Bias Charges Dropped in College Sports Programs

Florida's PENSACOLA JUNIOR COLLEGE is the fourth institution to be cleared of charges of discrimination against women athletes following an investigation by the Office for Civil Rights of the Department of Education (ED). While women comprised 42 percent of all intercollegiate athletes at the school during the 1980-81 academic year, they won only 35 percent of the athletic scholarships and averaged $875 as compared to the average male athlete's award of $1,124. ED, however, did not view the difference as representing "a significant disparity," and further noted that the scholarship gap would narrow in the 1981-82 year, when women's sports would get two additional full scholarships, while the number allotted to men remained unchanged.

Earlier the UNIVERSITY OF HAWAII at Manoa was judged to be in compliance with anti-bias rules because it promised to remedy the inequities in a "reasonable period of time," despite substantial disparities in athletic opportunities for men and women. One of three schools in which the Office for Civil Rights has resolved a complaint of sex bias in college athletics, the university agreed to hire more coaches for women's sports, boost scholarships to women athletes, augment recruiting funds and increase the number of women's teams. Under previous Department of Education (ED) policy, a school in which disparities were found would be

officially declared in violation of the law, after which ED and college officials would then work out a formal remedial agreement by which to settle the charges. Women's groups see the new policy, which de-emphasizes formal findings of non-compliance, as holding potential to shortchange women's rights and to lead to weaker civil rights solutions.

Disparities to be remedied at Hawaii included the fact that women, who made up 29 percent of all athletes at the school, received only 18 percent of scholarship funds in the 1979-80 academic year. Some men at the school, but no women, had received special high protein meal allowances. Whereas men's teams spent almost $180,000 on recruiting in 1979, women's teams were budgeted only $2,000 for recruiting in 1981. This figure, increased to $10,000 for 1982-83, still means far more meager funding sources for women than for men at the school.

NY State Supports Title IX

The New York State Senate has adopted a resolution strongly supporting the retention of Title IX of the Education Amendments of 1972. The resolution, submitted by the Center for Athletes' Rights and Education and introduced by Senator Olga Mendez (D-31st Senate District) notes the improvements in athletic opportunities brought about by the passage of Title IX. Women's participation in recreational and competitive sports has increased 250 percent, and 33 percent of last year's high school varsity athletes were girls as compared to only 7 percent in 1972.

Copies of the resolution, which could be used as a model for other state and local bodies, are available at no charge from Gina Ironside, Women's Sports Advocate, The Center for Athletes' Rights and Education, 391 E. 149th St., Suite 319, Bronx, NY 10455.

University of Michigan: Affirmative Action Reaffirmed

A resolution passed by the regents of the UNIVERSITY OF MICHIGAN has reaffirmed its "commitment to principles of nondiscrimination in intercollegiate athletic programs, as well as in other activities," despite the bill introduced by Sen. Orrin Hatch to weaken Title IX and the Labor Department's proposals to narrow the affirmative action requirements for receipients of federal contracts. President Harold T. Shapiro criticized the "apparent pullback in these areas on the part of the federal government."

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IN THE COURTS

Sex Bias Ruled in Disdain of Women's Studies

A U.S. Court of Appeals, in a case brought against the UNIVERSITY OF CALIFORNIA at Irvine, has ruled that downgrading women's studies is sex discrimination. The decision reverses a district court ruling which found that the plaintiff, an assistant professor who had been denied tenure, had filed to establish a prima facie case. The lower court did not consider testimony on the university's lack of enthusiasm toward women's studies as evidence of discrimination, noting that a man engaged in the same studies would suffer the same criticism. However, the appellate court ruled that "a disdain for women's issues, and a diminished opinion of those who concentrate on those issues, is evidence of a discriminatory attitude towards women. The existence of a discriminatory attitude, like general statistical data, tends to establish that it is more likely than not that the University's decision was based on an impermissible criterion, and therefore tends to establish the plaintiff's prima facie case." The higher court also noted that, since its establishment, the Irvine campus has granted tenure to 26 men and only 2 women. [*Lynn* v. *Univ. of California*, U.S. Court of Appeals, 9th Circ. (San Francisco), No. 79-3384, September 21, 1981.]

Salary Disparities Don't Prove Faculty Discrimination, Says Fifth Circuit Court

Statistical statements on salary disparities between male and female faculty members do not prove sex discrimination, ruled the Fifth U.S. Circuit Court of Appeals. The data in the case, *Wilkins* v. *University of Houston* (654 F2d 388) showed that:

- men at the university average higher earnings than women;
- of faculty hired after Title VII became applicable to the university in 1972, men still earn more;
- at the assistant, associate, and full professorial levels, men command higher salaries than women of the same rank;
- men earn more than women with the same length of service;
- men earn more than women of the same age; and
- men earn more than women within each college.

Despite this evidence, the court ruled that the university did not discriminate against female faculty members, basing its findings on the argument that faculty salaries are influenced by a number of factors, such as the particular college in which faculty teach.

Student Filed $10 Million Suit For Campus Rape

Charging the UNIVERSITY OF CALIFORNIA at Berkeley with failing to correct security problems at her dormitory, an 18 year old university student who was raped in her dorm room has filed a $10 million negligence suit. Identified in the suit only as "Jane Doe," the plaintiff is being represented by Melvin Belli, a well-known San Francisco attorney.

AAUW Aids Women in Sex Discrimination Lawsuits

To assist women involved in higher education sex discrimination lawsuits, the American Association of University Women (AAUW) has established the AAUW Legal Advocacy Fund. Initial money raised in the two-year pilot project will be used to support

the Cornell 11, a case involving five former faculty members who have brought legal action against CORNELL UNIVERSITY (NY) for sex discrimination.

FEDERAL UPDATE

Association Acts to Protect Title IX

Actions taken to protect Title IX by the American College Personnel Association's Committee for Women and Executive Council may serve as a model for other organizations. The Executive Council passed a resolution endorsing Title IX and opposing a bill introduced by Senator Orrin Hatch (R, Utah) which would weaken Title IX. The Committee for Women has created a Title IX Task Force, presented and obtained approval for the above-mentioned resolution, secured agreement from ACPA's president to write to Senator Hatch and each member of his committee expressing opposition to the Hatch Amendment, and obtained special monies to fund a newsletter which will be sent to all 7,000 ACPA members, informing them of the dangers of the Hatch Amendment, with suggestions for action. For further information, contact Cheri May, Chair, Title IX Task Force, Counseling Center, P.O. Box 4015, The College of St. Catherine, 2004 Randolph Ave., St. Paul, MN 55105.

WEAL Charges Dept. of Labor with Non-compliance

The Women's Equity Action League (WEAL) has asked that the Labor Department's Office of Federal Contract Compliance Programs (OFCCP) be held in contempt of court because it has not complied with a 1977 consent decree between WEAL, the Labor Department, and the Department of Health, Education and Welfare.

The decree stipulated that OFCCP intensify its enforcement of affirmative action in higher education. An OFCCP spokesman attributes the lag in enforcement to logistical problems and the limited number of personnel allocated to OFCCP. For further information, write to WEAL, 805 15th St., NW, Suite 822, Washington, DC 20005.

Federal Regs Demystified

Federal Regulations and the Employment Practices of Colleges and Universities, published by the National Association of College and University Business Officers (NACUBO), is a looseleaf service designed to keep college and university administrators informed on current federal regulations covering employment, such as equal employment opportunities, affirmative action, wage and hour provisions, age discrimination, and sex discrimination. Chapters on these and other issues, supplements, and "updates" are provided three times per year. NACUBO member colleges and universities receive one subscription at no charge; additional subscriptions may be ordered at $35 each, with a $25 yearly renewal fee, from NACUBO, 1 Dupont Circle, Suite 510, Washington, DC 20036.

EMPLOYMENT

Same Old News: Women Profs Make Less than Men Profs

A recent National Center for Education Statistics (NCES) report shows the average female professor garnering $3,106 less in earnings than the average male professor in the 1980-81 academic year. Salary increases at public colleges also showed a discrepancy, with males coming out ahead—the average male professor receiving an 8.1 percent boost in salary, as compared to only a 7.5 percent hike for women. The Center, which found pay gaps between male and female full professors ranging from $2,304 at public schools to $5,765 at private institutions, reports that "overall, average salaries of men on 9-month contracts continue to exceed those of women in every academic rank and level of institutional unit."

In another survey of faculty salaries for 1981-82, *The Chronicle of Higher Education* found female professors averaging 15 percent less pay than their male counterparts. While a year ago women's salaries were seen to increase at a higher rate than men's (9.6 percent vs. 8.8 percent), faculty salaries for 1981-82 showed both men and women averaging 8.9 percent pay boosts. According to the survey, arts and sciences show the widest gap in average faculty salaries.

Does Someone on Your Campus Need *On Campus With Women?*

Help spread the word about educational equity for women by sending a gift subscription to your favorite campus president, dean, women's center, library, counseling program, recruitment and admissions office, etc. Your gift will ensure that your campus stays in touch with the important concerns of women in education.

The Project would be happy to send a gift card in your name (or anonymously, if you prefer).

Misconceptions About Women Ph.D's Challenged

Continuing disparaties between male and female scientists are discussed in "Career Outcomes in a Matched Sample of Men and Women Ph.Ds." Issued by the Committee on the Education and Employment of Women in Science and Engineering, Commission on Human Resources, National Research Council (NRC), National Academy of Sciences, the study matched over 5,000 triads of two male and one female scientists by year and doctoral field, reputation of degree-granting department, and race. The results are especially telling in ruling out a number of objective factors previously used to explain career differences for men and women. Reasons offered in the past for women's lack of advancement—that many women have only recently earned doctorates, and therefore are clustered in the lower academic ranks; that family ties limit women's freedom to change jobs; and that women in academe are likely to slow their professional advancement by interrupting their careers for childrearing—were found to be invalid.

The NRC study found that even when men and women were matched by prestige of institutions at which they 1) were employed and 2) had earned degrees, "differences in salary and rank [remained] *after* matching." Women were more likely, at each level of academic employment, to be in a nonfaculty or junior faculty position than their matched male counterparts. Males were 50 percent more likely than females to have reached the status of full professor among men and women who received their doctorates between 10 and 19 years ago. No evidence was found that affirmative action goals had led to "reverse discrimination" in hiring Ph.D.'s. Among those earning doctoral degrees between 1975-78, two and a half times as many female than male academics were shown to be "involuntarily unemployed."

Even after controlling for type and quality of doctoral training, salary differentials remained between young male and female Ph.D.'s. Post 1975 doctorate holders showed the largest pay differentials in chemistry ($3,300) and the biological sciences ($2,100).

As for family responsibilities presenting possible obstacles to women's advancement, the study found that of women academics with young children, only 10 percent had dropped out of the labor force. "Moreover," states the report, "relatively few women doctorates—less than half—have children." Unmarried women, or women without children fared no better with faculty promotions than married women with children, according to the report, and, among junior faculty members, "the women were somewhat more likely than the men to have moved to a new institution."

Copies of the NRC report are available at $10 prepaid from the National Academy Press, National Academy of Sciences, 2101 Constitution Ave., NW, Washington, DC 20418.

Women Medical Professors: Promotion Slower than for Men

Not only is there a decline in the percentage of women on medical school faculties, but "women physicians are promoted more slowly than men at all levels of the academic ladder," according to a study based on data collected between 1976 and 1978. In at least four medical schools, it takes almost twice as long for women to be promoted as it does for men, according to the report. While the percentage of female medical students nationwide has risen (from 9 percent in 1969 to 24 percent in 1978), a decrease (from 15 percent in 1965 to 10 percent in 1979) is shown in the percentage of women physicians on medical faculties. (See also OCWW #32, Fall 1981, p. 4.) The researchers conclude that "an increase in the representation of women in colleges does not ensure equalization of promotion rates." For reprints of the article, "Advancement of Men and Women in Medical Academia, A Pilot Study," write Lila Wallis, Regional Council for Women in Medicine, Inc., 525 E. 68th St., Room F-142, New York, NY 10021.

Up the Professional Ladder—Rung by Wrung

Up the Ladder: Women, Professionals, and Clients in College Student Personnel covers a wide variety of problems and strategies, such as how to get published, how to get grants, the two-career marriage from the husband's point of view, how to develop programming for women in general, including adult women, women as members of minority groups, and women in community and junior colleges, etc. The 136-page volume, edited by Beverly Prosser Gelwick, was developed by the Women's Task Force Steering Committee of the American College Personnel Association, a Division of the American Personnel and Guidance Association (APGA). Although aimed at student personnel, much of the material is applicable for the general college community. Copies may be ordered at $9 for APGA members, $10 for nonmembers (plus $1 postage and handling; Illinois residents should also add 5% sales tax) from Southern Illinois University Press, P.O. Box 3697, Carbondale, IL 62901.

Comparable Worth: An Equity Issue

Women, Work, and Wages: Equal Pay for Jobs of Equal Value examines wage differentials and the reasons for them. The book explores the "comparable worth" concept of job compensation, describes the substantial differences in the wages and types of jobs held by men and by women, and the notion that those traditionally held by women receive lower compensation because they are held by women. Copies of the 136-page volume can be ordered at $8.75 from the National Academy Press, 2101 Constitution Ave., Washington, DC 20418.

Women in Academe: Charting Stormy Seas

Rocking the Boat: Academic Women and Academic Processes is a collection of essays which explore many of the major concerns of women faculty in higher education, such as hiring, promotion, tenuring, and firing, the failure of affirmative action, exploitation of part-timers, support networks, and legal recourses. Case studies and suggested strategies illuminate the complications women often face in academe.

The 129-page book can be ordered at $8.50 from the Modern Language Association of America, 62 Fifth Ave., New York, NY 10011.

American Library Association: New Publication on Sex Discrimination Laws

Equality in Librarianship: A Guide to Sex Discrimination Laws, a publication of the American Library Association Committee on the Status of Women in Librarianship, although aimed at library workers, provides information of interest to others as well. The 24-page booklet, which may serve as a model for other associations, includes sections on hiring and promotion; pay equity; pregnancy discrimination; sexual harassment; procedure for filing a Title VII complaint; remedies through the workplace, state law, and professional associations; and general resources. Copies are available at $1 from the Committee on the Status of Women in Librarianship, American Library Assn., 50 East Huron St., Chicago, IL 60611.

INTERNATIONAL

Women's Studies Registry

Women's Studies International, a network and resource center, maintains a registry of individuals active in women's studies, and prepares annotated bibliographies of selected resources. The center, a project of The Feminist Press, also publishes annotated directories of women's research centers, and functions as a resource for those planning international conferences. For more information, contact Florence Howe, The Feminist Press, Box 334, Old Westbury, NY 11568.

Internship Program

The Project on the Status and Education of Women has an internship program which is currently accepting applications from upperclass undergraduate, graduate, and law students for the fall and winter semesters. Preference will be given to applicants with strong research and writing skills who have displayed an interest in public policy regarding women in higher education.

Project internships are unsalaried positions. However, interns may arrange to receive academic credit from their sponsoring institutions. An internship entails research and writing for PSEW publications, meeting with federal officials and representatives of women's organizations, and a limited amount of clerical/support work.

Individuals wishing to apply for a position should send a resume, two writing samples, and three letters of reference to Mary De Mouy, Associate Director for Administration, PSEW, 1818 R St., NW, Washington, DC 20009.

Women's Studies in the UK

An updated and expanded version of the Women's Research and Resources Center (WRRC) guide to women's studies courses in the United Kingdom will soon be available. For further information, contact the WRRC, 190 Upper St., London N1, England.

Counteracting Discrimination Against Women in China

Women students in at least one Chinese university have organized, "calling on society . . . to change the environment they (women) live in." The founders of the Chinese Women's Study and Research Society of Beida University in Beijing report that despite improvement in the status of women in China since the revolution in 1949, discrimination still persists. The Society also aims to improve Chinese women's knowledge of themselves and further their development.

AWARDS AND FELLOWSHIPS

WEAL's 1981 Guide to Fellowships for Women

Women and Fellowships, 1981, published by the Women's Equity Action League (WEAL), contains information useful to students, teachers, parents, counselors, scholars, women's studies programs, and librarians. It explores the history of women's access to fellowships, and describes fellowships in such areas as science, the arts and humanities, and government and public policy. Among the topics covered are why women are outside the fellowships networks (and what to do about it); case studies of pressure for change; and statistics on women as fellowship winners. The indexed volume updates WEAL's 1976 report, listing additional fellowships and giving tips on how to apply for them. Copies may be ordered from WEAL, 805 15th St., NW, Suite 822, Washington, DC 20005. Cost is $3.50 each; price includes third class postage. For first class postage add $1 each.

She's A Winner!

The Project on the Status and Education of Women is developing a guide for postsecondary institutions to ensure that women students and faculty—including minority and handicapped women—get their fair share of merit awards and prizes and are fully invoived in all steps of the procedures used to select merit award winners on campus. The guide will:

- identify overt and inadvertent barriers to women's full participation in areas such as outreach, criteria for eligibility, nomination procedures and selection of judges;
- explain the implications of Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and other federal laws and regulations for awards given or administered by colleges and universities; and
- provide specific but adaptable recommendations to promote awareness, evaluate existing campus procedures, and foster change.

Supported by a grant from the Women's Educational Equity Act Program, the guide will discuss both campus-based and other award programs. *Women Winners* will be available in late summer for $2 prepaid from the Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW, Washington, DC 20009.

Ms. on Women: Univ. of Michigan Competition

The UNIVERSITY OF MICHIGAN Alice and Edith Hamilton Prize competition, now open for 1982, offers a $1,000 prize for the best original scholarly book-length manuscript on women. The competition, held annually by the university's Horace H. Rackham School of Graduate Studies is aimed at encouraging serious and significant feminist scholarship. The University of Michigan Press expects to publish the winning manuscript in its Women and Culture series.

The manuscript must be a work of synthesis and/or interpretation, or a monograph of broad interest. Essay collections, fiction, and unrevised doctoral dissertations are not eligible. Two-page abstracts are due by July 15, 1982. For competition guidelines, write: Hamilton Prize Committee, 354 Lorch Hall, The University of Michigan, Ann Arbor, MI 48109.

CONFERENCES

Putting Sexism in the Shredder

"Shredding a Stereotype" was the way in which the Coalition of Southern California Psychologists commemorated Women's Equality Day, which fell during the American Psychological Association Conference held in Los Angeles last August. Participants were asked to bring in their worst examples of sexism to read aloud and deposit in the paper shredder, to select historical passages for the "You've come a short way, baby" section, and to offer good examples of nonsexist, unbiased psychological writing to be displayed on the group's "Getting Better" bulletin board. Some brought in bits of their own writing, and many signed a petition against ordering and using books containing sexist and other biased psychological writing. For further information on the project which could be adopted by other organizations contact Jackie Goodchild, Department of Psychology, University of California at Los Angeles, Los Angeles, CA 90024.

The Woman Researcher Conference

A special public forum for beginning or not-yet-established women researchers was held in November 1981 by WESTERN MICHIGAN UNIVERSITY. Experienced researchers were on hand as models for the novice at the university's second annual Woman Researcher Conference, sponsored by the Graduate College/Division of Research and Sponsored Programs and cosponsored by the Women's Commission, the Faculty Women's Science Club, and the Center for Women's Services. For further information, contact the Center for Women's Services, Western Michigan University, Kalamazoo, MI 49008.

Wellesley Colloquia/Seminars on Women's Lives

A joint program sponsored by the Alumnae Association and the Center for Research on Women of WELLESLEY COLLEGE (MA), Women's Lives: Transitions and Turning Points includes four all-day colloquia and four ten-week seminars. The popular program features faculty and Center staff who specialize in the topics presented, such as families, women's work, daughters and mothers, and women's voices in literature. For further information on the program, which could be adapted for alumnae and other groups elsewhere, write to: Saturday Colloquia, Alumnae Office, Wellesley College, Wellesley, MA 02181.

Our thanks to all of you who have subscribed. Your support will help make a difference in the coming year.

Reprinted with permission from Comment, Research/Action Report on Women, Los Angeles, CA, May, 1982.

WOMEN CHIEF EXECUTIVE OFFICERS IN COLLEGES AND UNIVERSITIES

Table VII, December 1981
American Council on Education • Office of Women in Higher Education
One Dupont Circle, Washington, DC 20036

	1981—NUMBER OF WOMEN CHIEF EXECUTIVE OFFICERS						STUDENT BODY		TOTAL ENROLLMENT		
Type of Institution	TOTAL		Members of Religious Orders		Not Members of Religious Orders		Women	Coeducational	Under 3,000	3,000—10,000	Over 10,000
	1975	1981	1975	1981	1975	1981					
Four-year Private Colleges	98	135	79	86	19	49	60	75	130	5	0
Two-year Private Colleges	34	24	26	12	8	12	19	5	24	0	0
Four-year Public Colleges	5	25	0	0	5	25	1	24	7	10	8
Two-year Public Colleges	11	47	0	0	11	47	0	47	24	15	8
TOTAL	148	231	105	98	43	133	80	151	185	30	16

NOTES: 1) "Religious Orders" is noted because some institutions previously classified as "church related" have changed their classification but are still headed by women belonging to religious or lay communities; 2) the composition of the student body is designated as "women" when at least 90 percent of the students are women; 3) the total number of women chief executive officers reflects both new appointments and women presidents of newly accredited institutions.
SOURCES: *Accredited Institutions of Postsecondary Education*, 1981-82, published for the Council on Postsecondary Accreditation by the American Council on Education. Only women in institutions accredited by the six major regional accrediting associations in the U.S. and outlying areas (N-2808) are included. These data are supplemented with information from the files on the Office of Women in Higher Education of the American Council on Education. Table prepared by Pamela Piece, OWHE Consultant.

For the past seven years, the Office of Women in Higher Education of the American Council on Education (ACE) has published data showing the number of women chief executive officers of colleges and universities. In 1975, when the first study was released, women were presidents of 148 institutions; by December, 1981, this number had increased to 231, a gain of 55 percent in the last seven years.

Since 1975, substantial gains have been made in the appointment of women as chief executive officers in private four-year institutions (+37), public four-year institutions (+20), and public two-year institutions (+36). These are net gains, i.e., appointments of women to positions previously held by men. Many other appointments of women to replace other women have also occurred, of course, but are not reflected in this analysis of changes.

As one looks over the seven years, it is clear that by 1981 a new trend had emerged: the rise of women chief executive officers in public institutions. Comparing 1981 data with 1975, we find that five times as many women are now presidents of four-year institutions, and four times as many women are now presidents of two-year public institutions. And, although the majority of women presidents still preside over four-year private institutions, continued increases are expected in the number of women presidents in public institutions.

As the number of women presidents in public institutions increases, there is a corresponding decrease in the proportion of women presidents who are members of a religious order. In 1975, more than two-thirds of all women presidents were members of a religious order; today, members of a religious order or lay community comprise only 42 percent of all women presidents.

The changes are slow for women moving into chief executive positions in academic institutions, but the progress is noteworthy. Women continue to move into presidencies in both public and private institutions. And the colleges and universities which they represent are becoming more diverse in student body and size of enrollment. In the future, as the number of women presidents increases, women's influence on academic institutions will be even more significant.

The National Identification Program, the major program of the Office of Women in Higher Education of the American Council on Education, has contributed to the changes shown in this table. The program has been underway for over five years, with major funding by the Council and the Carnegie Corporation of New York. The major goal of the National Identification Program is to promote the advancement of talented women in policy-making roles in higher education.

Nineteen women who have attended ACE National Forums over the past five years are counted among the new presidents. All of these women were clearly ready for major leadership roles in higher education and the visibility provided by the forums enhanced the successful patterns of their already distinguished careers.

The Office of Women in Higher Education is pleased that the National Identification Program has received additional funding from the Carnegie Corporation which will extend the program through 1983. Donna Shavlik now heads the program, having been named director of ACE's Office of Women upon the retirement of

Emily Taylor in December 1981. Judy Touchton has been appointed associate director, and a new staff member will join the staff this spring. Emily Taylor will continue to be involved with the program as a senior associate. For more information contact ACE, Office for Women in Higher Education, One Dupont Circle, Washington, DC 20036.

RESOURCES

Strategies for Equity: CCSSO Approach Helpful for Higher Ed.

In an attempt to address equity issues in the face of shifting federal priorities, the Council of Chief State School Officers (CCSSO) Committee on Educational Equity and the Resource Center on Sex Equity has developed "Strategies for Chief State School Officers." Strategies include a list of activities designed to:

- strengthen equity policy and program priorities;
- enhance staff capability;
- review progress toward educational equity; and
- utilize state and community resources to support equity programs and policies.

Many of the strategies are applicable to higher education. Copies of the four-page brochure may be ordered at $.75 from CCSSO, 379 Hall of the States, 400 N. Capitol St., NW, Washington, DC 20001.

Nationwide Directory of Women's Crisis and Counseling Centers

Women Helping Women: A State-by-State Directory of Services documents the network of nontraditional counseling and shelter services across the country which offer help to women. The services deal with problems ranging from unemployment to health, to physical abuse. Because many are small, new, and nontraditional, they are not included in standard social service directories and are often difficult to locate.

Arranged by state, the directory describes over 2,000 organizations such as centers for battered women and rape victims; career counseling centers; displaced homemaker programs; planned parenthood clinics; skilled trades training centers; women's centers; women's commissions; and women's health services.

The 179-page guide, published by the Women's Action Alliance, can be ordered for $14.95 plus $1 postage and handling, from Neal-Schuman Publishers, Inc., 23 Cornelia St., New York, NY 10014. Orders from individuals must be prepaid. Add sales tax where applicable.

He/She/It: Guidelines for Nonsexist Language

Both the National Council of Teachers of English (NCTE) and the American Psychological Association (APA) have published guidelines for nonsexist language use—in the humanities (NCTE) and the social sciences (APA). For a free copy, write NCTE, 1111 Kenyon Rd., Urbana, IL 61801 (ask for Stock No. 19719); or Publication Manual, Change Sheet 2, APA, 1200 17th St., NW, Washington, DC 20036 (enclose S.A.S.E.)

Overcoming language barriers to equality is discussed in the Spring 1981 issue of the Civil Rights Quarterly, *Perspectives*. With a light touch, Marie Shear writes about "Solving the Great Pronoun Problem: Twelve Ways to Avoid the Sexist Singular." (Other articles explore ways in which language can discriminate against Blacks and Hispanics.) Copies of the issue maybe ordered at $3.75 prepaid from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Ask for Stock No. 005-000-00257-5.

Publication Focuses on Women in Education

"Views of Women in Education: Past, Present and Future" is the focus of the Fall 1981 issue of *Educational Horizons*, Vol. 60, No. 1. Included among the eleven articles, written by a variety of authors, are two on minority women and sex equity in teacher education. Copies of the 156-page volume can be ordered at $2.50 from Pi Lambda Theta, 4101 East Third St., Bloomington, IN 47401.

Equity in the Spotlight

Providing an overview of nonsexist audiovisual materials, *Spotlight on Sex Equity* gives annotated listings of over 150 sex equity media resources including films, slide-tape presentations, and filmstrips. Categories include nontraditional occupations, sexism in employment, male sex role stereotyping, sexism in language and media, multi-ethnic materials, and career development. Copies of the 67-page indexed list, published by The Mid-Atlantic Center for Sex Equity, may be ordered at $2 prepaid from the Center at the Foxhall Square Bldg., Suite 252, 3301 New Mexico Ave., NW, Washington, DC 20016.

A History of Her Story: Women in American History

Her Story: 1620-1980, A Curriculum Guide for American History Teachers proclaims that "Woman's Place is in the History Books." Written and compiled by the faculty, staff and participants of the four-week Summer Institute on Women in American History, sponsored in July 1980 by the Woodrow Wilson National Fellowship Foundation and the National Endowment for the Humanities, the 192-page book covers women in American history from the colonial days to modern America. Topics include women in relation to law, work citizenship, religion, the economy, education, the family, sexuality and sex roles, the rural frontier, progressive reform, the Great Depression, World War II, the professions, and the new feminism. Examples from primary resources are reprinted, and suggestions for paper topics are also included. The volume concludes with an 18-page bibliography. Single copies are available free of charge from Curriculum Guide, Woodrow Wilson National Fellowship Foundation, Box 642, Princeton, NJ 08540.

HAVE Skills - Will Work

For women wishing to reenter the job market, for career or employment counselors and for employers or personnel administrators seeking to hire experienced workers in business or industry, the *HAVE Skills* materials developed by the Educational Testing Service (ETS) should be helpful. The *HAVE Skills Women's Workbook* ($7.95), the *HAVE Skills Counselor's Guide* ($10), and the *HAVE Skills Employer's Guide* ($10) each contain pertinent information targeted to fit the needs of the specific user, including ways to identify skills, and how to relate these skills to paid jobs. An additional volume, *How to Get College Credit for What You Have Learned as a Homemaker and Volunteer,* ($5) is also available. Orders should be sent to ETS, Publication Order Services, Department E01, Princeton, NJ 08541.

New Quarterly: *Women in Education*

Where can you find information on conferences, grants, scholarships, jobs, resources, research on women, side by side with articles on women sculptors, solving campus crises, and more? For starters, try the winter 1982 issue of *Women in Education* (Vol. 1, No. 2). A quarterly newsletter averaging 30 pages or so, *Women in Education* can be ordered at $2 for single copies, $6 for one year's subscription from *Women in Education,* 1523 East Main, Ventura, CA 93001.

EDITORIAL

ACCUSATIONS

By Judy Mann

(This article is reprinted with permission by The Washington Post, where it appeared on May 5, 1982.)

Allow me to introduce you to Leslie Wolfe, who, if you believe Conservative Digest, has got to be one of the most sinister figures in Washington. Wolfe has been in charge of federal efforts to promote sex equity in education. For her efforts, she has earned the enmity of that magazine, which, under most circumstances, would be a badge of honor. But Dr. Wolfe, described as a "monarch" in the April issue, has been the target of an absolutely scurrilous attack that may well have cost her her job.

Wolfe, a GS15, has, according to the magazine, turned the Women's Education[al] Equity Act program "into a money machine for a network of openly radical feminists." (Presumably they are less of a threat to the Republic than covert radical feminists.) According to the magazine, Wolfe has been "imperiously guarding her fiefdom. Her policies violate both regulation and the mandate of Congress. Her disdain for the President and the people she (ostensibly) serves ill-equips her to faithfully execute her duties. She deserves a swift dethronement."

The CD article, according to a preface, is an "account of ultra-Left activists in the Reagan administration from a concerned employee in the Education Department. The employee has asked to remain anonymous."

The preface goes on to say, "(WEEAP) is not a large program, with only a $6 million budget. But in the hands of Ms. Leslie Wolfe, a radical feminist, WEEAP today is funding hard-Left women's groups."

In the best tradition of McCarthyism, Wolfe is accused by one anonymous person, with the evidence strong on inflammatory labels and very short on facts. According to those familiar with what has happened, Wolfe first learned of the attack when she was called into the office of Jean Benish, a Reagan administration appointee and Wolfe's supervisor, who told Wolfe she had been reading about her and tossed a copy of the magazine in her lap. That was Friday, April 9.

That Monday, Benish sent Wolfe a memo telling her that she, Benish, was henceforth taking on all policy-making in WEEAP. On Friday, April 23, Benish notified Wolfe that she was being detailed by Benish to the office of management, effective that Monday.

Benish could not be reached for comment. Anne Graham, an assistant secretary for public affairs, says the Reagan administration wants to get rid of WEEAP. "It's my understanding they had specific goals and they have been met." She said Wolfe's transfer had been contemplated for months. Asked about its connection to the CD attack, she said, "none to my knowledge whatsoever."

Congress, however, has made it clear that it believes WEEAP still has work to do. The program enjoys the support of Democrats and such Republicans as Rep. Margaret Heckler and Sen. Orrin Hatch, who was instrumental in rescuing it from absorption in the Reagan administration block grants last year.

CD's bill of attainder against Wolfe states that WEEAP has funded "special-interest groups and the usual coterie of Wolfe's radical associates."

According to Dr. Bernice Sandler, director of the Project on the Status and Education of Women of the Association of American Colleges, this "radical" coterie includes: the Los Angeles Unified School District, the University of Delaware, the Alaska Dept. of Education, the University of Virginia, Midland Lutheran College, Georgia State University, Planned Parenthood, New Mexico State University, and the Organization of Chinese-American Women. "These are all mainstream groups," Sandler says, "trying to get at the problems women face in colleges so they can participate in education the same way their brothers do."

Wolfe was transferred on the day that grant applications were due. The Congressional Caucus on Women's Issues is circulating a letter to Education Secretary T.H. Bell stating that the removal of Wolfe at the critical funding period raises "serious questions" about the department's willingness to carry out Congress' wishes, and requesting her reinstatement. "We are appalled that the Department would remove a career civil servant employee, whose competence has never been in question, from her position because of unfounded accusations in an anonymous Conservative Digest article," says the letter.

Perhaps, as Graham claims, Wolfe's transfer had nothing to do with the CD attack. But the circumstances suggest that a publication using smear tactics of the worst sort has influenced government policy and the career of a civil servant. That kind of thing happened in the Fifties and the country paid dearly. It should not be allowed to happen again.

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